

**P692: Seminar in Interventions with Children**  
Spring, 2011

**INSTRUCTOR:** Jack A. Cummings  
[cummings@indiana.edu](mailto:cummings@indiana.edu)

**COURSE MEETINGS:** Thursday, 9:30-noon; ED 1084

**TEXT BOOKS:**

Doll, B. & Cummings, J. A. (2008). *Transforming School Mental Health Services: Population-based approaches to promoting competency and wellness of students*. National Association of School Psychologists – Corwin Press, Thousand Oaks, CA.

Riley-Tillman, T.C. & Burns, M. (2009). *Evaluating Educational Interventions: Single-Case Design for Measuring Response to Intervention*. New York, NY: Guilford.

Additional assigned reading will be available in the Resources section of Oncourse

**COURSE DESCRIPTION:**

The goal of this class is to prepare you to fulfill the role of school psychologist as an intervention and systems change agent for children experiencing behavior, emotional, and social difficulties. Toward that end, we will work to gain an understanding and practical knowledge of a variety of therapeutic interventions for social, emotional, and behavioral issues, as well as preventive and systemic interventions. We will seek to improve our understanding of forces that may facilitate or hinder implementation of population-based interventions with children through discussion and through insights from practicum experiences.

**COURSE COMMUNICATION**

Oncourse ([oncourse.iu.edu](http://oncourse.iu.edu)) will be used to for assignments, and sharing resources.

**INSTRUCTIONAL FORMAT**

The majority of P692 will comprise of presentations, group discussion and some formal lectures. Class discussion and participation will be strongly encouraged. You each have had unique experiences in life. It is these experiences and perspectives that I would like to see shared during class discussions. In addition, guest speakers will provide additional viewpoints to various topics relative to interventions.

We will practice peer review throughout the course. Peer review is professional development strategy that requires analysis and reflection. It is a collaborative approach that diminishes professional isolation. It can serve an accountability function for psychological services. In the context of this course peer reviewers will be assigned to provide formative feedback.

<http://www.apa.org/ed/governance/bea/learner-centered.pdf>

## **OBJECTIVES:**

1. to conceptualize school psychological services from a population-based framework;
2. to learn a variety of prevention and intervention techniques for children's academic, behavior, social, emotional and developmental problems;
3. to develop prevention, intervention and treatment plans at a child, classroom, or system level;
4. to understand factors, such as social validity, treatment integrity and generalization, that contribute to the potency of treatment;
5. to gain an appreciation of the family and community context in which implementation of a problem-solving model takes place, and learn strategies that can better overcome obstacles;
6. to practice collaboration and peer review as tools of professional develop; and
7. to become proficient with web 2.0 tools.

## **PEOPLE FIRST LANGUAGE**

When you discuss the individuals we work with, please use language that shows sensitivity and an understanding of the disabilities. The things you say and write should communicate that the person is the first and most important consideration and that the disability is a secondary characteristic. For example, I expect you to phrase your comments along the lines of “students with autism...” instead of “autistic students.” This form of expression more clearly emphasizes the person’s dignity and humanity and makes the point that a disability is only one of an individual’s characteristics (and is not the most important one).

## **ATTENDANCE POLICY**

Our class meets only 14 sessions so every session is very important. Since we will be doing many activities in class, your attendance is essential for completing your assignments and helping classmates with their work. Apart from a medical or family emergency, you are required to attend ALL sessions. Unexcused absences will result in a reduction in your final grade.

## **EFFECTIVE POWERPOINT PRESENTATIONS**

[http://presentationzen.blogs.com/presentationzen/2005/09/visual\\_simplici.html](http://presentationzen.blogs.com/presentationzen/2005/09/visual_simplici.html)

[http://www.beyondbullets.com/2007/01/how\\_wide\\_is\\_you.html](http://www.beyondbullets.com/2007/01/how_wide_is_you.html)

add music, <http://www.freesfx.co.uk/soundeffects/music-tracks/>

<http://office.microsoft.com/en-us/powerpoint/CH100740871033.aspx>

use of smart art,

<http://office.microsoft.com/assistance/asstvid.aspx?assetid=ES101989311033&vwidth=884&vheight=540&type=mediaplayer&CTT=11&Origin=HA101983081033>

## COURSE REQUIREMENTS:

Please attend all class sessions, complete assigned readings, and to be prepared to discuss readings each session. *Remember that this is a seminar with a leadership focus, which by definition cannot work unless all participants are actively involved in exploring and applying concepts from the knowledge base.* The readings constitute the basic knowledge that you will need as an intervention agent. If an absence is unavoidable, please contact me as early as possible.

Intervention Presentation (15 percent). Present results from a single case design intervention from a previous semester. Present with a PowerPoint that includes a graph of the results. Follow the graphing conventions contained in the Riley-Tillman and Burns (2009).

Intervention Critique (5 percent). You will analyze and critique a colleagues' intervention project. You will be expected to draw on research and your knowledge of single case design. The Riley-Tillman and Burns (2009) book will be essential for the critique.

Wikispaces - Persuasive Leadership Presentation (30 percent). This will be your opportunity to practice your web 2.0 skills. Rather than a conventional text-based chapter, the goal will be to integrate visual images, audio, and video. Fortunately the web is rich with existing material to draw upon. You may also include PowerPoints created by others. All work will need to be cited. Your task will be to present an informative and persuasive session to an audience of school board members and school administrators.

Our wikispace:

<http://population-based-intervention.wikispaces.com/>

Curt Bonk's video on wikis

<http://www.youtube.com/TravelinEdMan#p/c/80131AF31B378ECE/18/ZDrEctr1ob8>

Simple explanation of wikis by Lee and Sachi LeFever

<http://www.youtube.com/watch?v=-dnL00TdmlY>

Wikispace – Secondary author (10 percent). Wikispaces have version controls. Thus the edits, additions and revisions to a chapter are saved so that who changed what is evident. As the secondary author the expectation is that you will go beyond copy editing and make substantive contributions to the primary author's chapter.

Research Article Presentations (15 percent). See the chart at the end of the syllabus for dates of your two article presentations. One week before your presentation to the class, you will be expected to post a copy of your article and a one page summary in the Oncourse Forum. One presentation will be worth 5 percent and other will account for 10 percent. Although you may use Microsoft publisher for both presentations, you must use Publisher for one of the presentations. See Ashley McGinn's presentation as an exemplary model.

Quizzes (15 percent). There will be four short answer quizzes each worth 5 percent of the final grade. You may drop the lowest quiz grade.

Class Participation (5 percent). Full credit will be given for active participation in the discussions. Checking email, Facebook, or any other use of a laptop that is not connected to the activity of the class will deduct points.

## Schedule of Classes

<u>Date</u>	<u>Topics</u>
1/13	<b>NASP Blueprint III, Overview of Population-Based Mental Health Services in Schools)</b>
Readings:	Doll & Cummings, Chapter 1, <i>NASP Blueprint III</i> <a href="http://www.nasponline.org/resources/blueprint/index.aspx">http://www.nasponline.org/resources/blueprint/index.aspx</a>
1/20	<b>Single Case Research Design</b>
Readings:	Riley-Tillman & Burns, Chapters 1-5
1/27	<b>Barriers to Learning and Teaching</b>
Readings:	Doll & Cummings, Chapter 5 (Bear), Chapter 11 (Adelman & Taylor)
2/3 (Quiz)	<b>Mental Health Screening (Luke and Susan) Identification, Assessment and Evaluation with a Population-Based Framework</b>
Readings:	Doll & Cummings, Chapters 2 (Short & Strein), 3 (Baker), & 10 (Nastasi & Hitchcock)
2/10	<b>Homework interventions (Michelle and Sarah) School-Wide Approaches to Promoting Self-Regulation of Behavior</b>
Readings:	BP-V Chapter 66, v 4 (Dawson)
2/17	<b>Home-school partnerships (Susan and Megan)</b>
Readings:	Doll & Cummings, Chapter 4 (Christenson et al.) BP-V, v. 3, Chapters 57, 59, & 61
2/24	<b>NASP (no class)</b>
3/3 (Quiz)	<b>Homelessness (Sarah and Mindy)</b>
3/10	<b>Online - Communalities of implementation</b>
Readings:	Doll & Cummings, Chapter 12 (Cummings & Doll); BP-V, v. 3, Chapters 43, 44, 45, & 46

<b>3/17</b>	<b>SPRING BREAK</b>
<b>3/24</b>	<b>Increasing community involvement (Craig and Adrienne)</b>
Readings:	BP-V, v. 3, Chapter 58 (Eagle et al.)
<b>3/31</b>	<b>Topic TBA (Yu-Chen and Jack)</b>
Readings:	TBA
<b>4/7(Quiz)</b>	<b>Crisis Intervention (Megan and Luke) Family School Partnerships</b>
Readings:	BP-V, v. 3, Chapter 47 (Brock & Davis)
<b>4/14</b>	<b>Group social skills (Stacy and Craig)</b>
Readings:	BP-V, v. 4, Chapter 96 (Elliot et al.)
<b>4/21</b>	<b>Substance abuse (Mindy and Michelle)</b>
Readings:	TBA
<b>4/28 (Quiz)</b>	<b>Professional Development (Adrienne and Stacy)</b>
Readings:	BP-V, v. 3, Chapter 53 (Stollar et al.)

## Research article presentations

Balensiefer, Megan Lee	1/27	4/28
Barnhart, Craig Michael	2/3	4/21
Chiu, Yu-Chen	2/10	4/14
Cox, Adrienne Alysse	2/17	4/7
Erichsen, Luke Webster	3/3	3/24
Galford, Susan Lin	3/24	3/3
Jochim, Michelle Lynn	3/31	2/17
Sparks, Sarah Marie	4/7	2/3
Whalen, Mindy Ann	4/14	1/27
White, Stacy Elizabeth	4/21	3/31

## Wiki project

Topic	Primary Author	Primary Reviewer/Secondary Author
Crisis prevention and response	Megan Balensiefer	Luke Erichsen
Professional development for school staff	Adrienne Cox	Stacy White
Homework interventions	Michelle Lynn Jochim	Sarah Sparks
Mental health screening	Luke Erichsen	Susan Lin Galford
Group social skills	Stacy White	Craig Barnhart
Home-school partnership	Susan Lin Galford	Megan Balensiefer
Substance abuse	Mindy Whalen	Michelle Lynn Jochim
Increasing community involvement	Craig Barnhart	Adrienne Cox
Homelessness	Sarah Sparks	Mindy Whalen

## Professionalism and Ethical conduct

During practicum, internship and eventually in school and other settings you will be working with children with real academic and psychosocial struggles. Acting professionally includes:

- Dressing in professional attire.
- Being courteous and respectful of adults and children.
- Respecting all of your colleagues' experience, knowledge, ability, and input regardless of rank.
- Following school policies. (checking in at the school office, following local procedures)
- Being on time.
- Maintaining professional language. When you do relax a bit watch how you speak to your co-workers and supervisors
- Ask questions and continue to learn about the site you are working in, but speak to your co-workers and supervisors with respect.
- Committing to the placement. Being the person they can count on to do whatever, whenever.
- Being energetic, enthusiastic, and cooperative.
- Staying calm and positive in tough situations and crises.
- Taking responsibility for your actions in a well-mannered way (especially if you make an error).
- Keeping the lines of communication open with your supervisor/s.
- Maintain a professional image (Facebook, other websites)
- Giving credit to your supervisees when they make a positive contribution (not taking credit for their work) .
- Staying positive when others are negative.
- Balancing urgent v. important tasks.
- Finishing projects after the initial excitement wears off, finding energy to complete the last 10% of the work.

# Research Article Summary

The following represent points that should be covered in your 1 page single spaced summary of the article. You should write brief paragraphs to address the questions listed below.

**At the top of the page include the article citation in APA format.**

**Purpose of the Study** – Why the study was done and what did the researchers hope to accomplish.

**Significance of the Study** – Why was it important to do the study? What can the findings tell that we don't already know? How we (or some group) be better off after we know the findings?

**Research Questions or Hypotheses** - Feel free to directly quote the research question(s) or hypotheses. Use quotations marks and cite the page number according to APA format. The research questions or hypotheses are often stated at some point in the introduction to the article, or occasionally they may be found in the method section.

**Methods** – describe subjects, instruments and procedure

Subjects – Who the participants were in the study and how they were selected

Instruments – What measures were used?

Procedure – What were the steps in the execution of the study?

**Results** – How the data were analyzed. If statistics were used, state which ones. What was significant and what failed to reach significance?

**Discussion** – How do the findings of the current study relate to past research? Do they have implications for practice? What cautions should be observed when interpreting the results? What were the limitations of the study? Insert your critical evaluation of the study to conclude your one page overview of the article.

**Assignment parameters** – Single spaced and use no less than 11 pt font. This is a one page assignment, not two or three pages. However, if you have difficulty limiting your overview to one page, do not lose sleep or experience any emotional distress because you can't fit it all on 1 page. If you find yourself going on a third page, then any emotional distress or lost sleep is merited.



Date	Intervention	Intervention peer reviewer	Topic	article	article	Wiki primary	Wiki second
1/27	Stacy		Transitions	Megan	Mindy		
2/3*	Megan		Mental health screening	Craig	Sarah	Luke	Susan
2/10	Adrienne		Homework interventions	Yu-Chen		Michelle	Sarah
2/17	Sarah		Homelessness	Adrienne	Michelle	Sarah	Mindy
3/3*	Michelle		Home-school partnership	Luke	Susan	Susan	Megan
3/24	Yu-Chen		Increasing community involvement	Susan	Luke	Craig	Adrienne
3/31	Mindy		TBA	Michelle	Stacy	Yu-Chen	Jack
4/7*	Susan		Crisis prevention and response	Sarah	Adrienne	Megan	Luke
4/14	Luke		Group social skills	Mindy	Yu-Chen	Stacy	Craig
4/21	Craig		Substance abuse	Stacy		Mindy	Michelle
4/28*			Professional development for school staff	Megan	Craig	Adrienne	Stacy